DOCUMENT RESUME

ED 227 791 HE 016 041

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TITLE Building Bridges between Business and Campus. Liberal Learning and Careers Series.
INSTITUTION Association of American Colleges, Washington, D.C.
SPONS AGENCY International Business Machines Corp., New York, N.Y.
PUB DATE 83
NOTE 24p.
AVAILABLE FROM Association of American Colleges, Box LLC, 1818 R Street, N.W., Washington, DC 20009.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Planning; *Conferences; Cooperative Programs; *Education Work Relationship; Higher Education; *Liberal Arts; Models; *Program Development; *School Business Relationship

ABSTRACT

Three conferences on developing linkages between business and liberal arts college representatives are described, and conference recommendations and suggestions for the replication of the model are presented. The 1981-1982 Building Bridges Between Business and Campus conferences were designed to promote continuing business-college cooperation in the Hartford, Memphis, and San Francisco Bay areas. Specifically, the conferences were designed to improve personal contact among middle management and personnel directors from business, and faculty members and career services directors from colleges and universities. Additional objectives were to create a better understanding by campus representatives of the career opportunities available to liberal arts graduates, as well as to improve business persons' understanding of the knowledge and skills developed by liberal learning. Guidelines for adapting the model in other locations address the initial steps of beginning an ongoing program of communication and cooperation, identifying and inviting appropriate persons, an effective format for fostering discussion, and results that can be expected from the meeting. Recommendations are offered for students, faculty, and businesses, and a planning calendar, sample conference agenda, and list of 1981-1982 participants are included. (SW)

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Building Bridges Between Business and Campus

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Liberal Learning and Careers Series

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Publication of this report was made possible by a grant from the International Business Machines Corporation. Other projects and publications in the **Liberal Learning and Careers Series** were supported in part by grants from Chevron, U.S.A., Inc.; Conwood Corporation; John Deere Foundation; Dobbs Houses, Inc.; Federal Express; First Tennessee Bank Corporation; The Ford Foundation; Holiday Inns, Inc.; International Business Machines Corporation; The Andrew W. Mellon Foundation; Schering Plough, Inc.; and the many corporate contributors to the ACC Special Fund.

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Building Bridges

Liberal arts faculty and business executives hold many values in common. Recognition of this fact was the most frequent result of three conferences on the theme, Building Bridges Between Business and Campus, conducted by the Association of American Colleges between April 1981 and April 1982. Designed to act as catalysts for continuing cooperation between business and liberal arts representatives in Hartford, Memphis, and the San Francisco Bay area, the conferences produced important results.

- Liberal arts faculty and business representatives met in intensive sessions to initiate continuing cooperative activities.
- Each meeting produced specific recommendations to students, faculty, administrators, and businesses on ways to improve cooperation and understanding between business and higher education. The recommendations are described in this report.
- The participants have carried these recommendations from the conferences to their colleagues in businesses and at colleges in three regions of the country.
- As a result of the conferences, participants have developed a number of projects ranging from guest lecturers and student internships to team teaching and additional conferences.
- The Bridges series serves as a model to colleges and businesses interested in initiating similar cooperative programs in other regions. This report outlines the steps necessary for successful adaptation of the Bridges model.

This report describes the three conferences, presents the recommendations developed by participants, and concludes with suggestions for the replication of the model in other locations.

Background

College students today are worried about choosing the right educational programs that will lead to good jobs; liberal arts faculty are concerned about appropriate advising of their students; businesses need to attract employees with useful skills and abilities. All too often, however, each of these groups operates without much knowledge about the others.

Direct contact among representatives from business and campus encourages each group to discover how they can support one another. The three Bridges conferences were held in Menlo Park, California; Hartford, Connecticut; and Memphis, Tennessee. These meetings had similar agendas and shared a common goal: to improve communication between business and liberal arts representatives as the first step to

long-term cooperative efforts.

The inspiration for the Bridges conferences came from Bill Faught, area recruiting manager for the Burroughs Corporation in California and the Pacific Northwest (now the private sector coordinator in the career center at California State University—Sacramento). As part of a special project of the Western College Placement Association, Faught assisted liberal arts students in developing internships for themselves and their peers, and there saw the need for better communication between faculty and business. When learning of AAC's similar interest, he proposed the retreat format (described below) from which the first Bridges conference was born.

How to use this report

In addition to describing the three Bridges conferences and their recommendations, this report includes a section on logistics with a planning calendar and a "how-to-do-it" guide for adapting this model in other locations. It is designed to answer the following questions:

- How can liberal arts and business representatives begin an ongoing program of communication and cooperation?
- How can appropriate persons be identified and invited?
- What is an effective format for fostering such discussion?
- What results can be expected from such a session?

Conference structure

Each of the three conferences involved about 25 persons, with equal representation from academic and corporate sectors. The participants were college faculty members and business persons from college relations, personnel, and human resources offices. The focus on faculty and middle management, rather than presidents and chief executive officers, was intentional. College faculty strongly influence the attitudes and career paths of their students, including their attitudes about business; middle managers make personnel decisions that determine the attributes of new employees, some of whom will ultimately rise to leadership in American business. Improving communication and understanding between these two groups is an important responsibility with long-term implications for American society.

The objectives and agendas for the three meetings were set by local steering committees composed of college and business representatives. The sessions shared similar objectives.

- Personal contact among middle management and personnel directors from business, and faculty members and career services directors from colleges and universities
- Better understanding by campus representatives of the career opportunities available to liberal arts graduates
- Better understanding by business persons of the knowledge and skills developed by liberal learning

- Creation of models for contact and cooperation between campus and business
- Development of a series of recommendations for further action
- Dissemination of the results to both business and academic communities

The meetings lasted approximately a day and a half and were held in retreat settings to encourage informal contact as well as more structured discussion. While participants met in general sessions at the opening and closing of the conference, the heart of the conferences was the series of task groups focusing on student, faculty, and business responsibilities. (A complete agenda is printed in the appendix.) These small groups developed recommendations which were presented to the entire conference for validation and refinement.

The closing session in each location produced specific recommendations for action in the region in which the conference was held and a commitment to come together after a set time period to report on the actions resulting from the conference. The reunion of the California group occurred in May 1982; Hartford and Memphis sessions will occur during the 1982–83 academic year.

Recommendations of the Conferences

Much of the misunderstanding between businesses and colleges exists because of mutual ignorance. Many faculty members have spent most of their lives in academic settings; many business people have not been on a campus since their own graduations. Without some knowledge of the procedures and goals of the two sectors, it is difficult to see relationships between business and liberal education.

At the same time, participants recognized real differences. A college education is much more than occupational training. Both students and prospective employers must realize that successful placement of students in first jobs is not the primary objective of higher education institutions. Business is also not the right career track for all students, but it is an area in which increasing numbers of graduates hope to pursue careers. Helping students make good decisions and successful transitions to business positions was an important goal of the conferences.

Liberal arts students find themselves in a paradoxical position. The essential nature of liberal education encourages exploration, reflection, and breadth of study, yet if liberal arts students are to compete successfully for employment, they must become career conscious as early as possible. They need to market themselves aggressively to potential employers, recognizing that a liberal education, valuable for its own sake, also develops skills directly related to success in business. Students must take ultimate responsibility for their own career

planning, although faculty and business representatives are obliged to help create an environment in which that responsibility can be exercised. Participants in the Bridges conferences placed special emphasis on the multiple responsibilities of faculty in these areas.

In all three conferences, the participants agreed that personal contact among students, faculty, and business is an essential first step. Through such contacts, students gain the practical experience which fosters informed decisions and successful placements, faculty members develop a better understanding of the role of business in society, and corporate representatives recognize the skills developed by a liberal education which contribute to business success.

When making plans for further activities and developing recommendations for others, participants at the conferences stressed informal projects and modest beginnings, but at the same time recognized that long-term solutions may require structural changes in curriculum and administration of colleges and in hiring and promotion practices within business. The recommendations listed below emphasize ways to work within existing structures to give greater attention to the relationship between business and liberal education.

Recommendations to students

Students majoring in liberal arts disciplines seem almost brainwashed by the stereotype of the English major driving a taxi. Either they feel there is no hope for getting a job or they ignore the reality of purposeful work as an important component of purposeful lives. Often these students get little help in breaking through the stereotype to consider carefully the relationship between their studies and their life goals. Without a sense of direction, even for the short term, students are not likely to persuade employers to select them for jobs.

College students, especially those in liberal arts, frequently think of their education in terms of their majors; less often do they consider the skills that their studies develop. Many such students are apologetic about being philosophy or sociology majors when they should speak positively about the value of their education. Successful employment, however, may depend upon discussion of work-related abilities rather than description of courses which developed those abilities. Thus students need to analyze their college programs in terms of the practical knowledge and functional skills they can present to prospective employers.

Similarly, liberal arts students considering careers in business should undertake a total program that will develop employable skills within a well-balanced liberal education. Courses that encourage communications skills, quantitative analysis, experience with computers, and logical reasoning should be part of a strong program. In addition, liberal arts students should consider taking elective courses that focus directly on a career. Intelligent course selection combined with a skills approach should smooth the transition from college to a job in business.

Participants unanimously recommended that students gain practical experience through summer jobs, internships, and cooperative educa-

tion programs. Such activities provide firsthand knowledge of the working world, experience which helps in making intelligent decisions about the future. Students can also demonstrate actual experience to potential employers. Many students find that internships and part-time jobs assist them in seeing the relevance of more theoretical classroom studies.

Business representatives at the conferences expressed amazement that today, even after years of discussion about career-search methods, many students still do not write good resumés and application letters, nor have they developed interview techniques to present themselves in a favorable light. Such techniques have little to do with the abilities of the applicant, but they determine the opportunity to demonstrate his or her potential for success in business. If liberal arts students cannot pass the screening stage, they will not be hired for jobs that use the broad skills and knowledge they have gained.

Recommendations to faculty

In all three conferences, participants identified faculty as the key group for developing cooperation between business and the liberal arts. Faculty members provide continuity within the college, while students and even administrators come and go with amazing rapidity. Attitudes and action by faculty, then, have a significant influence on the campus. In their classes, faculty convey information and perspectives that develop student understanding (or misunderstanding) of the role of business in society. As advisers, faculty assist students in course selection and career planning. Both instruction and advising could be improved through greater contact with business, yet the careers of many faculty members and academic structures on campus do not encourage such interchange. As one faculty participant at the first conference stated, "I've been teaching for twenty years and I've never talked with a corporate recruiter." Such isolation only reinforces stereotypes of the liberal arts as impractical subjects.

Faculty members will not be able to bridge the gap, however, as long as they hold a "we-they" attitude toward business. Liberal education is often viewed as pure and virtuous, to be valued for its own sake, while the business world is scorned as corrupted by materialistic profit motives. The autonomous, individualistic goals often promoted by liberal arts faculty are seen as inconsistent with corporate concerns. This is not to say that a healthy tension should not exist between the liberal arts tradition and the business world; faculty are responsible for helping students reflect upon and criticize the world in which they live. But tension must be constructive, not destructive, or faculty cannot expect to be effective in helping students make the transition from education to meaningful employment.

Faculty should examine realistically the extent to which their courses meet the goals of a liberal education. If businesses are expected to employ liberal arts students because of their communications skills, analytical abilities, breadth of knowledge, perspective, and adaptability, then responsibility falls to the faculty not only to make students aware that these qualities are useful but to ensure that they are ac-

tually developing them in their courses.

Faculty members also have a responsibility to broaden their own knowledge and contacts to learn more about business. A logical first step is contact with their own graduates who are working in business. A better understanding of their work and its relationship to their academic preparation can strengthen both teaching and advising roles. Participants urged frequently that alumni be used in counseling students about career choices. Others suggested that business representatives be involved in brown bag lunches with faculty, lecture series on campus, and team teaching with faculty in liberal arts disciplines.

A more intensive form of contact is participation in corporate seminars or faculty internships in business. Business representatives welcomed the idea of visits from liberal arts faculty, since they could be included in existing programs for technical faculty and career counselors. Several expressed interest in having faculty involved in special projects drawing upon their disciplinary expertise, such as a historian writing corporate history or an anthropologist analyzing the effects of cultural differences in successful international business practices.

Several participants commented on the pivotal role of career services personnel. On some campuses, liberal arts faculty and career services officers never talk to one another, resulting in faculties that lack awareness of opportunities for their students and career services people who have little understanding of the abilities liberal arts students can offer employers. In particular, faculty members should insist that liberal arts students get a fair shake in on-campus recruiting by business.

These recommendations suggest that faculty members must think creatively about their responsibilities. In some cases, their courses may be expanded to include information about the role of work or to involve corporate representatives in the teaching process. All courses should demand the abilities and the level of quality that will benefit students in the long run. Faculty also need to view their advising role more broadly to include career planning as well as course selection.

One faculty participant suggested a way to bring these challenges into focus: ask faculty members in liberal arts disciplines to consider their own training, to think through reasonable career options for themselves outside the academic profession, and to prepare resumés that articulate good reasons for their employment in other fields. The exercise should make faculty more sensitive to the dilemmas of their students.

Recommendations to businesses

While many students and faculty members fail to understand American corporations, a number of business representatives have an equally fuzzy notion of liberal education. Some participants spoke broadly about a "liberal arts major," failing to recognize the diversity among academic programs undertaken by students. Such misperception leads almost inevitably to a lack of understanding of the benefits that liberally educated students can bring to business.

The strongest recommendation conference

participants made to businesses is that they look at employment needs in terms of skills and abilities, not just categories of people. Job descriptions sent to campuses, for example, often call for specific majors rather than the qualities needed to do particular jobs. Thus the more general abilities of liberal arts graduates, especially valuable to the company in the long run, are rarely sought by recruiters. In fact, liberal arts students are often systematically excluded from interviews or consideration for openings in which they could make significant contributions.

Businesses also should be consistent in their advice and their actions. One of the conference groups devoted substantial time to recommendations that students pursue internships and other work experiences, yet when pressed, business representatives in the group admitted that they rarely considered liberal arts students for such programs in their own firms. Another source of mixed messages is the support for liberal education expressed publicly by top executives, contrasted with the hiring practices of their firms. While everyone recognized the constraints posed by a weak economy, participants did warn against mixed messages from business, praising the values of liberal education but employing narrowly trained persons.

Businesses can also do more to educate faculty members. Many companies offer seminars, corporate visits, and other exchanges; liberal arts faculty as well as technical instructors should be invited to such programs. Many businesses could easily use the disciplinary expertise of faculty on special projects or regular operations, especially with professors on sabbatical. Faculty could also teach enrichment courses for permanent employees, bringing the insights of their academic specialities to business.

The corporate equivalents of the sabbatical include executive loan programs and social service leaves. Employees could be encouraged to consider projects at colleges and universities to improve the understanding of business by students and faculty. Executive-in-residence programs on campus or humanist-in-residence programs in business provide structure and visibility for formal exchanges between the two sectors.

A corporation represented at one conference has established week-long seminars to involve liberal arts faculty and company executives. Not only do faculty members gain insight into the workings of that company through discussions of broad social problems, but industry executives change the way they approach their own work. While week-long seminars may be too ambitious or expensive for many businesses, shorter gatherings of faculty or business representatives could easily be arranged. If businesses are concerned about the lack of understanding among faculty and students, they can initiate contact on an informal level to educate educators.

Participants at the three conferences felt strongly that better understanding and cooperation between business and campus is very important for both sectors. While recognizing that their recommendations are not unique, they believe these suggestions involve realistic actions that can be initiated immediately. At all three conferences, the groups discussed next steps in building bridges. The results are outlined below.

Results of the Conferences

The three conferences have produced increased cooperation between colleges and businesses in the San Francisco, Hartford, and Memphis areas. Faculty members reported that the sessions changed their attitudes toward business and provided new information on opportunities for their students; similarly, business representatives reported that they came away with a better understanding of the values of a liberal education.

In San Francisco, an evaluation held one year after the original meeting outlined specific results of the conference. An informal network of business and academic persons has developed in the Bay area, including more corporate representatives invited to area campuses, new internships and job placements offered, and cooperative education programs strengthened. Two one-day conferences were held in Los Angeles and San Francisco, using the original Bridges meeting as a model for bringing additional faculty and business persons together.

Faculty members in all three conference areas report changes on campus as well. In an evaluation of the conference, one wrote, "As a liberal arts career adviser, I've developed—for the first time—a working relationship between our faculty and our placement center." Another discussed the importance of the ideas and contacts generated at the meeting for the development of a new cooperative education plan at the college. In terms of teaching, faculty mentioned new insights they are bringing to their courses, and two individuals (a philosopher and a business executive) who met at the Memphis conference are now team teaching a course on business ethics. One faculty member even developed an internship in business for himself.

The three conferences have indeed helped to build bridges between business and campus. Through personal contacts and primarily informal mechanisms, business representatives and liberal arts faculty are working together in new ways because of these meetings. While poor economic conditions have prevented some ideas from becoming realities, a number of productive activities have taken place. These successes suggest that the model of these conferences can be used in other regions to improve communication and cooperation between business and higher education.

Planning the Bridges Conferences

The three conferences, while part of AAC's national program to promote public understanding of liberal learning, were organized by local steering committees composed of both business and higher education representatives. (The members of the steering committees are included in the appendix.) These planning groups determined the agenda, invited participants, raised small grants to cover direct expenses of the conferences, and handled administrative tasks at the meetings. The schedule below outlines the steps followed for each conference and the timetable in which they occurred. It is presented as a planning guide to others interested in using this model.

Four to six months before the conference

The first step is the identification of the need for and possible interest in a meeting bringing business people together with representatives specifically of liberal arts disciplines. From the campus perspective, the best person to initiate the activity may be the dean of arts and sciences, although he or she may wish to involve faculty and career services officers early in the process. An important factor in the success of the Bridges conferences, however, was the mutual nature of the inquiry. The identification of need and interest, then, should involve business representatives as well as academics.

The three conferences held in cooperation with AAC were all run by ad hoc committees. Others who wish to adapt this model might consider formal involvement of the local Chamber of Commerce or other business organizations. Not only would this liaison provide a structure for nomination of participants, but it would give a ready outlet for dissemination of the conference results.

The initiator must also consider the scope of the proposed meeting. If participants are to come from only one college, the risk arises of diverting the discussion from the relationship between liberal arts and business to the particular situation at the sponsoring college. On the other hand, involvement of many institutions dilutes the impact and raises the question of selection criteria. One solution may be sponsorship by an existing consortium of colleges to identify eligible institutions.

The use of a consortium or the Chamber of Commerce will also define the size of the region involved. If one of the goals of the meeting is initiation of continuing cooperation, then participants must come from an area small enough to allow easy communication. Identifying the size of the target region may be a factor not only of distance but one of affinity. At the first Bridges meeting, some of the faculty participants travelled more than 100 miles, but they were oriented toward San Francisco for economic and cultural reasons. The Connecticut

meeting covered a smaller geographic area, yet several individuals commented that they did not have many ties to Hartford. The initial assessment of interest, then, involves several kinds of decisions.

Twelve weeks before

With good cooperation, the process from serious planning to event itself can occur in three months. Several different issues must be considered at the early stages:

Steering committee members must be identified and invited to participate; their selection should represent the scope of involvement desired at the conference. It is important that both the planning group and the actual participant roster have equal representation from business and higher education, so the session becomes a mutual exploration, not a one-sided event with token representation from the other sector. One or two individuals, however, must take the lead.

Possible *dates* and *locations* should be investigated with options presented to the steering committee. All three Bridges conferences were held in neutral, retreat settings. No category of participant was on "home turf" and the relatively remote location separated participants from their regular daily activities.

Funding is the third category needing prompt attention. While all three conferences were budgeted at less than $2,000 each, that small sum was necessary to cover meals, lodging, printing, postage, and other direct expenses. Participants provided their own travel to the conference and members of the steering committees donated their time. The conferences were funded by small grants from local corporations in each region.

Ten weeks before

At the first meeting of the steering committee, the issues should include:

1. *The conference agenda.* It is important that all members of the steering committee agree on the purposes of the conference and the mechanisms for achieving them. The nature of the agenda will also suggest the most appropriate mix of participants. Small task groups were the backbone of all three Bridges conferences. These discussion groups were outcome oriented, carefully avoiding the sense of a superior person lecturing to the others.

2. *Nomination of participants,* either as individuals known to be concerned about the relationship between liberal education and business, or selection of organizations to be represented, with identification of specific individuals to be done through further inquiry by committee members. The committee should consider the career level of persons to be invited. The three sessions held by AAC focused on faculty and middle managers, yet in evaluations the participants noted that policy decisions are often made at higher levels. One group also debated the issue of including students as participants.

3. *Logistics* of date and place. Members of the committee may have access to otherwise unavailable facilities; in Memphis, one of the committee members was able to negotiate a reduced rate for on-site costs.

4. *Funding.* Locating the necessary support may be a joint responsibility, or one committee

member with good contacts and a knack for fund raising may take on this task alone. Most importantly, prompt commitments must be acquired so planning process can move ahead without delay.

Eight to ten weeks before

Sifting nominations for participants is essential to assure balance between academic and business, between sizes and types of businesses and colleges, and between politically expedient nominations and persons committed to the topic.

Seven weeks before

Make final decisions on participants and program structure.

Six weeks before

Committee members should divide responsibility for personally inviting participants. It was especially valuable to have corporate representatives approaching participants from business, unless there was another personal contact. In all three conferences, the acceptance rate from business representatives was much higher when the initial contacts were made by peers.

Four weeks before

Mail invitation letters to confirm initial contacts and to explain the conference in more detail. For all three conferences, letters included a short form to be filled out and returned with biographical facts, dietary needs, special interests, and experiences relating to the theme of the conference.

Two weeks before

Mail final program materials, with special attention to the questions to be discussed. The Memphis committee also distributed three short articles as background reading for the meeting. If all invitations have been acknowledged, providing a list of participants in advance is helpful for others to become familiar with the group. Logistical details are also necessary here, such as driving instructions, information on meals, dress, sports facilities, and so on, and suggestions for materials to bring along for display and exchange.

One week before

Prepare the conference program, including the agenda, issues for discussion, biographical information, and full addresses and telephone numbers of participants. Since participants are encouraged to stay in touch with one another after the conference, such information aids that process.

Check and recheck the on-site details. Murphy's Law works overtime for conference planners.

The event itself

If preliminary plans are well made and enthusiastic individuals invited, the conference will virtually run itself. Participants will be eager to meet one another, to share insights, and, if AAC's three meetings serve as precedents, to arrange internships or campus visits as side deals. Discussion leaders have only one real problem—keeping the program focused on the task, and at the end of the meeting, bringing the group to agreement on next steps to take

to continue cooperation between sectors. The meeting should be seen as only the first of a series of activities to bring business and liberal arts together.

Six weeks after

While the meeting itself is most important, a product in the form of a report is also helpful. Depending upon the needs identified by the planning group, the report can be as simple as a short typewritten summary or as elaborate as a printed booklet for community-wide distribution.

Six months after

Each of the three conferences solicited immediate evaluations in the form of a short check sheet filled out by participants at the final session. The real evaluation, however, is an assessment of the degree to which participants have changed how they operate, or the extent to which they have initiated new activities. The steering committee should bring participants together for lunch and a brief meeting to renew the enthusiasm of the original conference and to report on results of that meeting. Although no one should expect a changed world, it should be possible after six months to point to specific new actions since the conference. With any luck, the reunion will have a one-up-manship tone, with participants outdoing one another with tales of deeds done and souls won.

The reunion may also be a good time to talk about long-term results and formal activities. If the meeting is to go beyond a transitory good experience, concrete steps must be taken by at least some of the participants to incorporate cooperating activities into ongoing institutional programs. In addition, new people must be involved in the process. Each locality will come up with different ideas, depending upon the interests of the original participants and the opportunities available through the organizations in which they work.

What next?

Closer working relationships between liberal arts programs and business are important to both sectors; this conclusion underlay the conferences and the recommendations developing from them. Further, the model of the Bridges conferences is an easy, low-cost activity that can be adapted by a single college or by a coalition of concerned individuals in a specific geographic region. As this report shows, the San Francisco, Hartford, and Memphis meetings have acted as catalysts for a continuing series of events in those areas.

The Bridges series is part of AAC's continuing program to promote public understanding of liberal learning. While the association has no further plans to organize such conferences directly, it encourages its members to hold similar sessions on their own. AAC staff stand ready to provide advice on setting up such meetings—the intent of this handbook.

The challenge is now out to you. All it takes is time, creativity, and most of all, commitment.

Steering Committees

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Sample Conference Agenda

The goal of this conference is to improve communication and understanding between business and campus. In general discussions and smaller working groups, participants will examine successful projects already under way and plan appropriate next steps for colleges and for businesses in this area. It is only the beginning of what we think should be a series of continuing contacts among the organizations represented at this meeting. Of course, we hope the session will develop new contacts and friendship as well.

Day 1

4:30 p.m. on	Registration
5:15–6:00 p.m.	Social hour (Wine and cheese will be provided.)
6:00 p.m.	Dinner
7:00–9:00 p.m.	Opening Session

This evening session will be an introduction to one another and to the purposes of the conference. We will begin to discuss some general questions that will run throughout the conference, such questions as:

- What should college students and faculty understand about business?
- What should business representatives know about higher education?
- How can misconceptions be overcome?
- What can higher education offer to business?
- What can business offer to higher education?
- What is the special place of liberal education in the business-higher education connection?
- What activities already exist to bring liberal education and business into closer working relationships? What can be learned from them?

Day 2

8:15 a.m.	Breakfast
9:00 a.m.	Working sessions

To deal effectively with such a large topic, participants will divide into three smaller groups, each with a specific agenda. In the afternoon, the reports from each group will be analyzed by the other participants, with additions and suggestions welcome.

Group A—Focus on students

- How can students in the liberal arts learn more about business?
- What success stories can be used as examples? What generalizations or lessons can be drawn from these successful activities?
- What barriers exist to better understanding of business by students?
- What types of skills and knowledge are developed through study of the liberal arts and sciences?
- What recommendations should be made for improving student understanding?
  - to students themselves
  - to faculty members
  - to college and university administrators
  - to business persons in operations, personnel and top management

Group B—Focus on faculty

- How can faculty in liberal arts disciplines learn more about business?
- What do faculty members have to offer business?
- How can faculty help liberal arts students increase their understanding and experience with business?
- What successful models exist of faculty-business relationships? What generalizations or lessons can be drawn?
- What barriers exist to better understanding of business by faculty? What lessons can be learned from unsuccessful programs?
- What recommendations should be made for improving faculty understanding?
  - to faculty members
  - to college and university administrators
  - to business

Group C—Focus on business

- What do faculty members have to offer to business?
- What do liberal arts students have to offer to business?
- How can people in business learn more about the liberal arts?
- What existing activities have been successful from the business perspective? What generalizations or lessons can be learned from them?
- What barriers exist to better understanding? What lessons can be learned from unsuccessful programs?
- What types of skills and knowledge are needed for entry level jobs in business? for longer term success in business?
- What recommendations should be made for improving business understanding of liberal education?
  - to business persons in operations, personnel and top management
  - to students
  - to faculty
  - to college and university administrators

12 noon — Lunch

1:00–3:00 p.m. — Concluding session

Each group will present its tentative recommendations to the whole conference for critique, allowing members of other groups to make suggestions for additions and deletions and to note areas of overlap or disagreement among the groups. By the end of this session, we should agree upon a series of recommendations on specific ways to improve understanding, directed toward students, faculty, college and university administrators, and business persons in operations, personnel and top management.

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